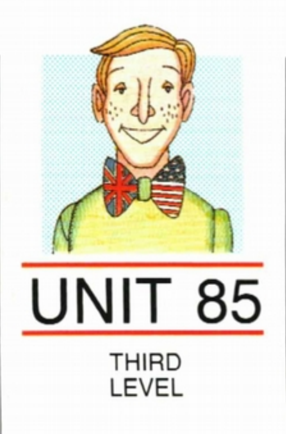
Regreso a la naturaleza

Si ama la naturaleza incontaminada y los panoramas que quitan el aliento, esta Unidad le parecerá realmente fascinante. Siguiendo a cuatro amigos que recorren la costa noroccidental de Escocia, viajará desde Cape Wrath, la zona más agreste de toda la costa británica, hasta Sandwood Bay, famosa por su arena blanquísima y por su mar límpido, pero circundada también por picos rocosos donde sólo se aventuran las focas. Luego continuará por Handa Island, paraíso de millares y millares de aves marinas que van allí a nidificar, y finalmente llegará a Inverewe, sede de los más famosos jardines escoceses. Pero si le interesa más la naturaleza del idioma inglés, en la sección Grammar hallará todas las indicaciones sobre cómo yuxtaponer los sustantivos entre sí, sobre el uso del gerundio con función sustantiva y sobre los adjetivos que refuerzan el sentido, como 'right', 'all' y 'straight'. Finalmente, la sección Reading le propone un encuentro entre el mundo de la naturaleza y el de la fantasía, con un divertido poema y con la 'botánica del absurdo' del escritor victoriano Edward Lear.



UNIT 85

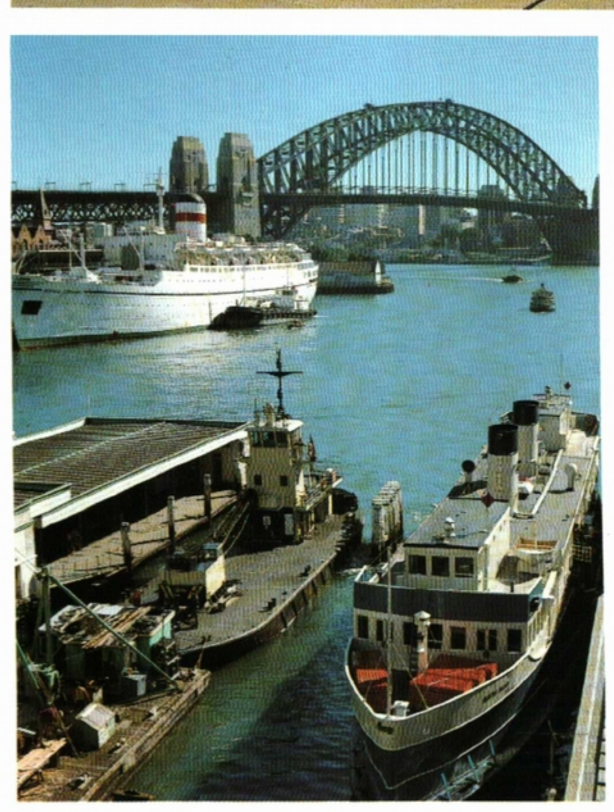
THIRD LEVEL
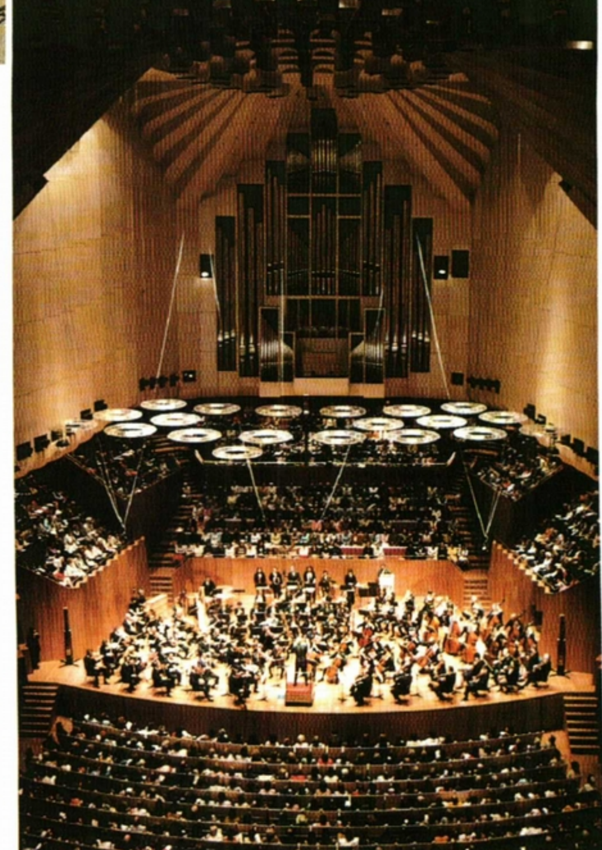


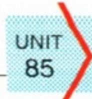


Australia empieza en Sydney

Hasta la década de los sesenta, el símbolo arquitectónico de Sydney era el Sydney Harbour Bridge (foto inferior izquierda), el puente de hierro de 1932 comparado jocosamente con una percha, pero en 1973 este papel emblemático pasó a la nueva Opera House (foto lateral e inferior). El ambicioso proyecto del danés Jorn Utzon ha aprovechado admirablemente el área antes destinada al depósito de tranvías, convirtiéndola en el punto focal de Port Jackson. Actualmente el edificio ha adquirido fama de gran templo de la música, pero en los primeros años no faltaron críticas a la iniciativa, justificadas por el vertiginoso crecimiento de los costos de realización. Afortunadamente, un premio de lotería vino a enjugar el déficit presupuestario.







From Cape Wrath to Inverewe



Even though the UK's quite small, it still has some places which are relatively untouched by civilisation. An example is the northern part of Scotland. It is a region where nature is still untamed; the massive Atlantic waves, the screams of thousands of seabirds, the awesome mountains and the deceptively calm lochs are the same now as they always were, and hopefully, always will be. What better setting for a Unit dealing with nature? Travelling along the northwest coast of this wild country are four friends. All of them are scientists in their working life, and each of them has something to say about the things they encounter along the way. When we meet them for the first time, they are at Cape Wrath, perhaps the wildest part of coastline on the British mainland.

Let's have a look first of all at the new vocabulary you'll encounter in this dialogue. A **lighthouse**, as you may be able to guess by looking closely at the word (it's **light** at **house** put together), is a tall, thin building with a revolving light at the top. It is used to warn ships about some danger, like rocks or sand just beneath the water level. **Thank goodness** is a very useful expression to know about; it's used to show relief at something. **Bit**, which you've seen used in front of other nouns, is used here on its own. It means, of course, **small part**. And the verb **to drift apart** refers to things (here, the tectonic plates which form the Earth's crust) which move away from one another as if they were floating on something liquid.

You'll find one or two rather specialised terms in the dialogue as well. **Quartz**, for example, is a very hard rock, usually white or grey in colour. An **outcrop**, as you can see from the context, is a rock or a group of rocks which are visible above the ground. And a **tor** is a kind of high, rocky hill, often made of granite. You can find lots of these in the south-west of England.

Finally, you may notice a number of expressions in which an adverb is placed in front of a preposition or an adverbial particle: **right across, all over** and **straight through**. These are very common in everyday English, and their meaning should be fairly clear from the context.

Scotland's wild west coast

Four friends, Bob, Mary, Pete and Sal, are travelling along the northwestern coast of Scotland:

Look! There's the lighthouse now! ___

Thank goodness there was the minibus. I wouldn't have liked to walk all this way. ___

Look at those cliffs. What are those white bits in them, Bob? ___

Difficult to say at this distance. Could be quartz, I suppose. ___

Are these metamorphic rocks, then? ___

These are, yes. The cliffs we passed back there weren't, though. They belong to the Palaeozoic era. ___

Cape Wrath's a pretty interesting place for you geologists, isn't it? ___

The whole of Scotland is. The Highland regions are actually closer to Sweden and Finland from a geological point of view than they are to anything to be found in the rest of the British Isles. ___

Why's that? ___

Well, most of the rocks up here are volcanic in origin. That's because at one time this part of Scotland belonged to a chain of volcanoes which started in northern Russia and stretched right across to Canada. That was before the tectonic plates split up and drifted apart, of course. ___

Wow! Is that why you get all those quartzes you were talking about earlier on? ___

That's right. Quartzes are typical of volcanic regions. They're produced by the enormous temperatures and pressures that are built up in the course of volcanic eruptions. You can find them all over this part of Scotland. But there are a lot of intrusive rocks around here, as well. ___

What are intrusive rocks? ___

They're rocks which can be either volcanic or sedimentary and which are pushed up through the rocks above them. Granite is an example. Very often, they're harder than the rocks surrounding them. They go straight through them like a knife through butter and end up as outcrops. ___

Like the granite tors in Cornwall? ___

Yes, that's right. ___

UNIT 85

The seals at Sandwood Bay

Not all of the Scottish coast is wild and windblown, however. Just a few miles along from savage Cape Wrath is one of the most beautiful beaches in Great Britain: Sandwood Bay. It's a ring of pure white sand around a circle of clear blue water, protected from the Atlantic by a perpendicular pinnacle of rock with sheer sides that stands alone to the west, called 'The Herdsman'.

Despite its beauty, however, the bay's only used for sunbathing by the herds of grey seals who come here every summer to breed (a seal is a fairly large marine mammal which feeds mainly on fish and has flippers instead of arms and legs). Ans it's an excellent opportunity for the marine biologist of our group of four friends to show off his knowledge.

While he's talking about the habits of the seals, he actually uses a contruction which you now ought to be very familiar with. He puts one noun in front of another, and makes the first noun become a kind of adjective which describes the second one: **adult seal, land mammal**.

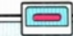
But have you ever thought about the relationship between these two words? If you look carefully, you'll find it's not always the same. In **land mammal**, the first noun tells us where the kind of mammal which is being referred to is usually found. But the expression **adult seal** is slightly different. Here, the first noun acts as a kind of complement: an **adult seal** is a **seal which is an adult.**

These are just two of the relationships which can exist when two nouns are put together like this. There are a number of others. In this Unit, there are actually quite a lot of them, and in the GRAMMAR section you'll find a summary of them all, along with some notes about the saxon genitive, as well.

Another interesting point that crops up in this dialogue is the useful little suffix *-y*. You can find it in particular in **rocky** and **sandy**. As you can see, it turns a noun into an adjective, and its meaning is **full of** or **covered with**.

Finally, there are one or two words and expressions which you might find a little strange. A **pup** is a name for a very young animal, usually a member of the dog family, but it also refers to young seals. **Binoculars** are like two short telescopes put together that can be used for looking over long distances. And **to shed** (whose simple past and past participle are both **shed**) refers to the way in which some animals lose their hair naturally at some point during the year.





A ring of bright sand

Further down the coast, the four friends come across some seals sunbathing in a beautiful bay. Pay attention here to the way the speakers use nouns to qualify other nouns:

Phew! This is exhausting. ___

Yes, it's rather a hard bit of walking, I'm afraid. But we're nearly there now. ___

Where? ___

Sandwood Bay. Look. There it is now. ___

Oh yes. It's beautiful, isn't? Now come it's so sandy? I thought all this part of the Scottish coast was rocky. ___

It's because of its position. It's protected by that rocky point out there. Can you see it? It's called the Herdsman. ___

Yes. ___

There they are! ___

What? ___

The grey seals. They always come up onto the beaches at this time of year. ___

Oh, yes. They're lovely, aren't they? And some of them have got pups, as well. ___

Have you got the binoculars? ___

They're in my rucksack somewhere. Hang on. I'll see if I can find them. Here you are. ___

Thanks. Come and have a look at this, Mary. Can you see that female near those rocks? I think her pup's just a day or two old. ___

How can you tell? ___

Well, look at the way it's moving. Can you see how it's using its back flippers? It moves them as if they were legs. Like a land mammal. ___

Oh, yes. I didn't know seals could do that. ___

They can't. They're only able to do it for the first few days of their life. Then they start using them like an adult seal. ___

Why's that? ___

No-one knows. It's a complete mystery. ___

Can they swim at that age? ___

Oh, yes, but they can't stay in the water for very long. Their woolly coats absorb too much water. ___

When do they lose their coats? ___

Between the second and the fourth week. They shed the white coat and grow the usual grey coat of the adults. ___

What do they eat? ___

Well, at the beginning they feed off molluscs and crustaceans, but after a few months they start feeding on fish and eels, just like the adults. ___

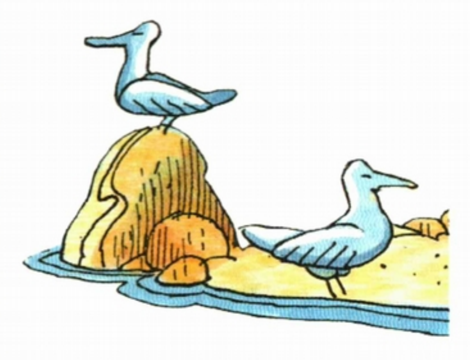


Strictly for the birds

Just along the coast from Sandwood Bay is another surprise: Handa Island. Since 1962, when it was bought by the Royal Society for the Protection of Birds, this island has been a bird sanctuary, and every year thousands of seabirds come here to build their nests and lay their eggs. Mary, the member of the group who is a keen ornithologist, is delighted, of course, and she even has the luck to see one of the most impressive birds that lives in the British Isles: the magnificent Golden Eagle.

Mary also uses the contruction you saw earlier on, putting a noun in front of another noun: **nesting season, breeding season**. Here, however, she uses gerunds, which, as you know, can also become nouns.

But there's another expression with the gerund here which is much more interesting. Look closely at the sentence Bob uses when he talks about Golden Eagles attacking sheep: **Is that right what I hear about their carrying off sheep in the Highlands?**



Fast breeders on Handa Island

In this dialogue, pay particular attention to the way that Bob uses the gerund:

Here we are, Mary. Just what you've been waiting for. ___
What has she been waiting for? ___
That island over there. ___
What's so special about it? ___
It's Handa Island. It's one of the best places in Great Britain for anyone interested in birds. ___
Well, that I can believe. There are thousands of them here. By the way, where did I put my hat? ___
Can you see anything of interest? ___
There are lots of puffins, which doesn't surprise me. It's their nesting season. ___
But they're all sitting on the ground. ___
They don't make their nests in the cliffs like the other birds here. They dig holes in the ground. ___
Do they? ___
Yes. But they're not really what I'm interested in. Ah. There's one now. ___
What? ___
A Golden Eagle. Look. Up there. ___
That big bird above the cliffs? ___
That's the one. What a beauty. It must have a wingspan of more than six feet. Have a look through the binoculars. ___
Oh, yes. It's enormous. Are there a lot of them about here? ___
No, they only visit this part of Scotland occasionally. Most of them remain inland. But they're attracted here by the activity of the other birds during the breeding season. ___
Is that right what I hear about their carrying off sheep in the Highlands? ___
It's a bit of an exaggeration. They're not strong enough to take on a fully-grown sheep. But if they're hungry and there's nothing else about, they sometimes carry off lambs. ___
What do they normally eat? ___
Anything that's moving, as long as it's small enough. There have even been cases of them attacking animals in groups. ___
Really? ___
Oh, yes. There's a famous story about a group of six adult Golden Eagles, just like these, attacking a fully-grown antelope. ___
Antelopes in Scotland? ___
No, it wasn't in Scotland. These birds are spread throughout the Northern Hemisphere. What a beauty! Pass me the camera, Bob. I want to get a photo of this. ___

It's a fairly difficult sentence to understand at first sight. The strangest thing about it is the way Bob uses a possessive adjective in front of a gerund: **their carrying off**. It is possible, in fact, to precede a gerund with a possessive adjective, a saxon genitive, or even, in more informal English, by a pronoun or a noun. He could also have said, for example, **Is that right what I hear about them carrying off sheep in the Highlands?** You'll find a full explanation of these rather strange constructions in the GRAMMAR section, of course.

Apart from these points, you shouldn't find the dialogue too difficult to understand. There are just a few woords and expressions which are new to you. **Wingspan**, for example, which is the distance from the end of one wing to the end of the other. Or **to take on**, which means **to attack** or **to start a fight with**. And the expression **fully-grown** refers to an animal or person that has grown into an adult and reached its maximum size.



In Mr Mackenzie's lovely gardens

There's one member of the group, a keen gardener and botanist, who so far hasn't had much to say. But soon she is able to enter into her element, because a little further down the coast, at Inverewe, you can find the most famous gardens in Scotland. They were planted out by a man called Osgood Mackenzie, who devoted his life to their creation. He imported plants from all over the world, and, amazingly, encouraged semi-tropical shrubs and flowers to bloom in a place just a few hundred miles from the Arctic Circle!

The first and most important thing to notice in the dialogue appears in Bob's second sentence: **Come on, we'd better follow her**. Without the contracted form, this would read **Come on, we had better follow her**. Now, what on earth does that **had better** mean?



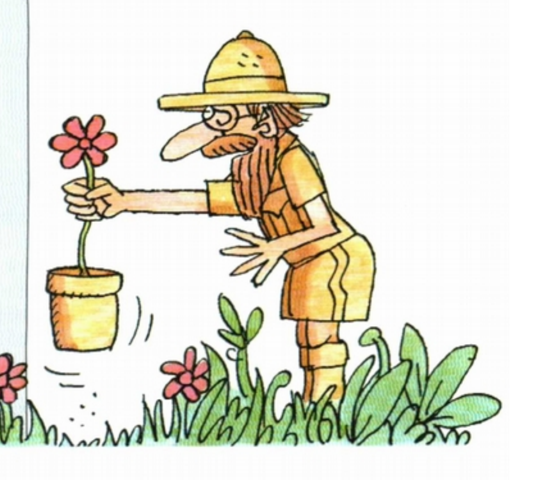
Hats off to Osgood!

In this dialogue you'll find a good number of useful colloquialisms and the expression **had better**. Look carefully at how these are used. Then listen and repeat:

Sal! Where are you going? ___
Come on. I'm not going to miss this. ___
Do you know what she's talking about? ___
No, I don't. Come on, we'd better follow her. ___
Oh. I see. ___
What is it? ___
Looks like a garden of some kind. ___
Not any old garden. Inverewe Gardens. ___
Oh yes. Fascinating. ___
Don't mock. It's a botanist's paradise, this place. Do you know, it was literally transformed by Osgood Mackenzie from a barren, rocky wilderness into one of the most fertile corners of Scotland. ___
Cor! Good old Osgood. Alright, then. What's so special about it? ___
Well, look at these, for example. ___
They just look like silly old water lilies to me. ___
Do you know where this species comes from, Pete? ___
No. ___
Egypt. It's the famous lotus flower. The blossoms only open at night. ___
You're joking. How on earth does it manage to survive up here? ___
Well, the water is kept at a constant 20 degrees centigrade, and they're protected from the winds by those shrubs over there, which are native to Scotland. It's just one example of what Osgood Mackenzie did here. ___
Good Grief. Do you mean to say that all of the plants here are like that? ___
No, not all of them. But a good number of them. What you see before you is the biggest collection of semi-tropical plants in Europe outside the Mediterranean area. ___
That must have taken some doing. ___
It did. It took a lifetime, in fact. ___
Well, hats off to Osgood! ___

Actually, it's not quite as strange as it looks. **Had better** is a verb form which is used to give the idea of obligation. Here, you could even substitute it with **ought to: Come on, we ought to follow her**. There are just a couple of points to remember about this expression. First of all, even though **had** is the past form of **have**, it refers in this case to the present or the future, and not to the past. Secondly, it's always followed by an infinitive without **to**. And thirdly, despite the **better**, it has nothing at all to do with comparing things; it only expresses an obligation which the speaker feels. By the way, if you want to make this negative, all you have to do is put **not** after **better**: **You'd better not pick the flowers**. As always, if you'd like more information about this, have a quick look at the GRAMMAR section.

The dialogue is rich in some very common colloquial expressions, as well. Take the sentence **Not any old garden**, for example. Sal uses this to stress the fact that Inverewe Gardens aren't ordinary gardens; there is something very special about them. **Don't mock** is also very colloquial, even thoug the verb **to mock**, which means **to make fun of someone or something**, is actually quite formal. However, Sal is using it here in a friendly way. Pete's **Good old Osgood** is also rather interesting. You can use the phrase **good old**, followed by a person's name, when you want to praise the person involved. Pete, however, is being more than a little ironic, as he obviously doesn't share Sal's enthusiasm for plants and flowers. After Sal's explanation, though, he changes his mind. In the last sentence, in fact, he uses another little phrase, **hats off to...**, which like **good old**, can be used to praise someone. This time, however, he really means it!

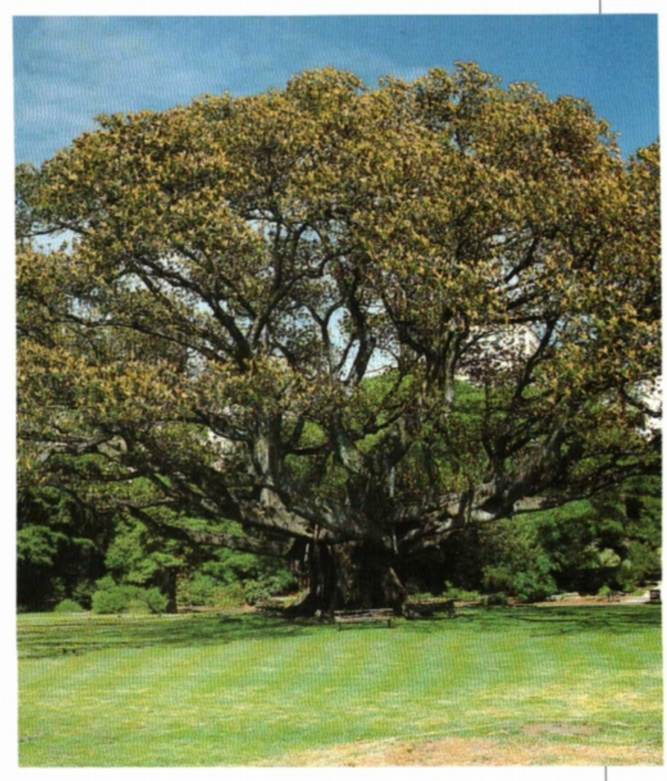


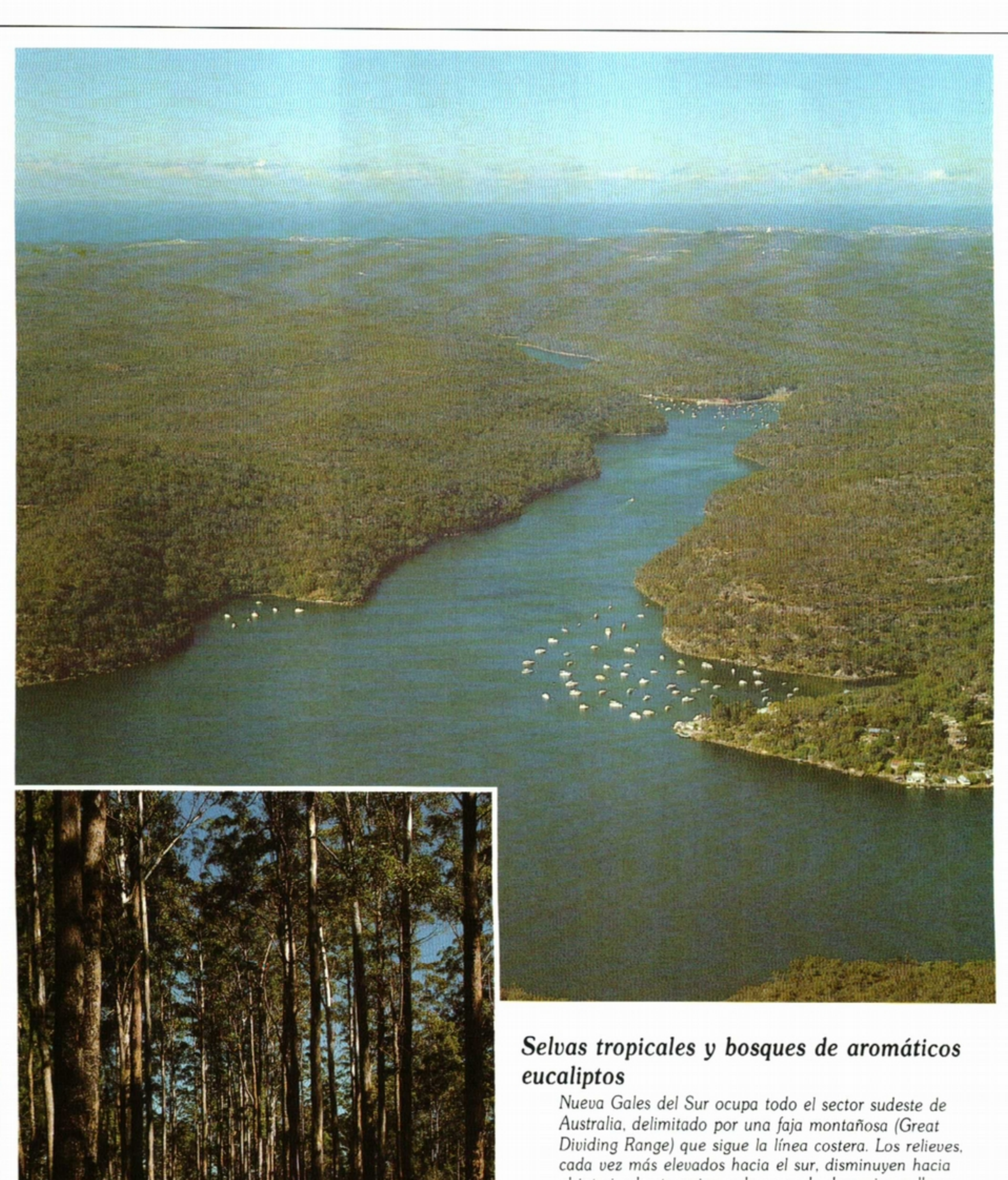


Donde el puerto es más verde

Sydney, capital de Nueva Gales del Sur, ha logrado conjugar su vocación comercial y productiva con el respeto por el verde. La zona portuaria, en torno a la cual se extiende toda la ciudad, es escala de grandes rutas internacionales, tanto mercantiles como de pasajeros. De aquí salen los productos agrícolas y zootécnicos y aquí desembarcan las manufacturas textiles y las maquinarias de importación. Sin embargo, a este espejo de agua también se asoman parques bellísimos y muy cuidados de notables dimensiones. Royal Botanic Garden (foto inferior) es el nombre del jardín más antiguo, fundado en 1816, que actualmente es el marco de la Opera House. Siguen, hacia el interior, Domain y Hyde Park (fotos laterales).

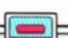






Selvas tropicales y bosques de aromáticos eucaliptos

Nueva Gales del Sur ocupa todo el sector sudeste de Australia, delimitado por una faja montañosa (Great Dividing Range) que sigue la línea costera. Los relieves, cada vez más elevados hacia el sur, disminuyen hacia el interior hasta unirse a la zona de depresiones llanas y al valle del río Murray. La vegetación típica de la costa es la tropical, alimentada por abundantes precipitaciones. En cambio, es característico de las regiones más áridas el aromático eucalipto, cuyas hojas son el único alimento del simpático koala. En la foto superior, un tramo de costa en las proximidades de Sydney, caracterizado por una profunda ensenada de origen glaciar; en la foto lateral, un bosque de eucaliptos cerca de las Blue Mountains.



Glacial lakes

In this dialogue, listen carefully to the various ways in which the speakers pronounce the letter *a:*

What's this place called again, Pete?

Glen Roy.

And what are those things over there? They look like roads of some kind.

Ah! They're not roads at all, even if people do call them 'parallel roads'. They're a geological phenomenon.

Really?

Yes. They're actually the marks left by glacial lakes. You see, during the ice ages, the whole of Scotland was covered by glaciers. Many of the glens were filled with ice. Over the centuries, the ice melted and the lakes slowly emptied. They left parallel marks on the sides of the mountains where the beaches used to be.

Oh.

Where do we go now, Mary?

I was thinking of going along the A86 to Tulloch and Loch Moy. There's a big mountain there with a name I'm not even going to try to pronounce. There's a nature reserve on its lower slopes, and I thought it might be worth a visit.

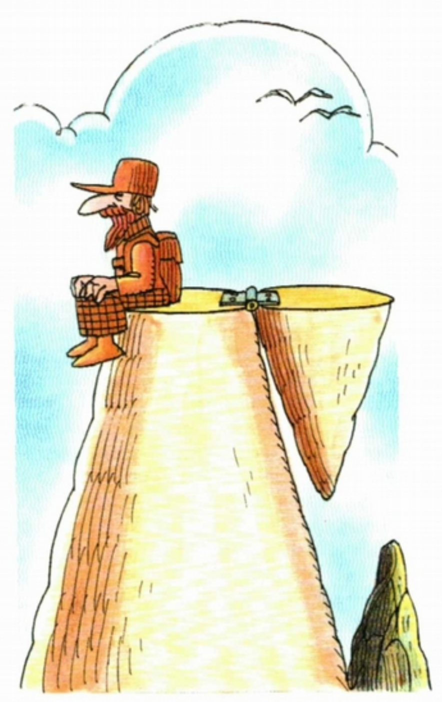
Is it on the A86 itself, or do we have to turn off?

Well, we have to follow a path from Aberarder Farm. I think there's a bit of a climb. Why?

Well, it's getting a bit late. Perhaps we should try to find a place to stay in Newtonmore first. We can always come back tomorrow.

Mmm. Perhaps you're right. Okay, then. Who wants to drive?

I can if you want.



Parallel roads in Glen Roy

Near Ben Nevis, the highest mountain in Scotland, there is a small valley called Glen Roy which is rather interesting from a geological point of view. On the sides of its mountains you can find a series of parallel lines which look just like roads. They aren't really roads at all, though. They're the marks left by the beaches of a glacial lake as the ice melted and drained away during the last ice age.

Glen Roy is a must for our four friends, of course. But the dialogue that takes place between them is interesting from another point of view, as well. If you look at it closely, you'll find that it contains nearly all of the different ways of pronouncing the letter *a*. Now, you've seen some of these before, of course, but what you haven't looked at closely arte the ways *a* can be pronounced when it's used in conjunction with other vowels, for example.

Before listening to the dialogue, then, look quickly through the next. When you come across the letter *a* try to work out how it's pronounced. Then listen to the recording and see if you were right.

Robin Hood and his tree

No tree is closer to the hearts off Englishmen than the oak. From the time of the Druids, it has been held in veneration, and the strenght, hardness and durability of its timber, as well as the fact that it lives for centuries, led to its being named the Monarch of the Forest. But oaks have a special place in history, too, and even today it is possible to see some of the trees that have witnessed some of the most important events in English history.

In Sherwood Forest, for example, near the city of Nottingham, there are two oaks said to have been used by Robin Hood. One, the Major Oak, was supposed to have been his favourite hiding-place. It is 37 feet in diameter, and its trunk can hold 15 people. Robin Hood's Larder, on the other hand, is the place where he is supposed to have hidden the deer that he killed with his bow. Apparently, his men would pas by later on and pick up what had been left there: a king of twelfth-century fast food restaurant!

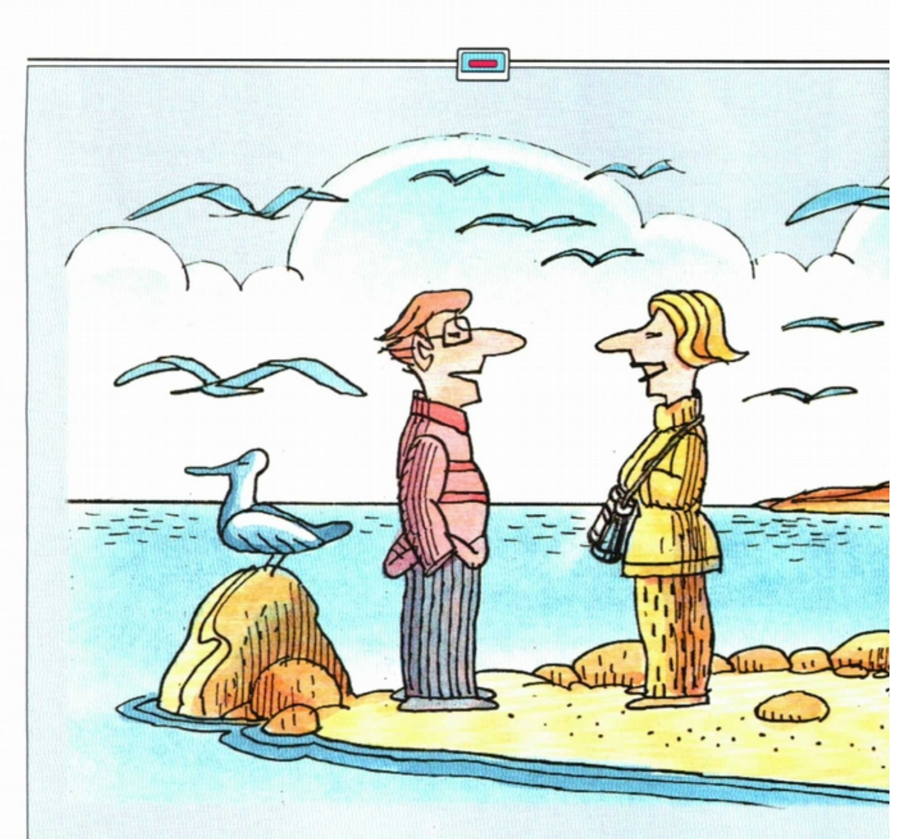
There are also three famous oaks in Windsor Great Park, which surrounds the royal castle of Windsor. Herne's Oak, which was supposed to be 650 years old when it was blown down in 1863, was the haunt of Herne the Hunter, one of Englan's most famous ghosts. William the Conqueror's Oak, also called the King Oak, is said to have given King William I shelter when he was caught in a storm when he was out hunting one day. And the Watch Oak was used by the Duke of Cumberland in the years leading up to his defeat of the Scots at Culloden in 1745. The Duke stationed a soldier in its branches whose job was to report on the accuracy of the English artillery during target practice!

UNIT 85

Bromas de la naturaleza

Lamentablemente, también la naturaleza puede a veces deparar algunas desdichadas sorpresas. Por ejemplo, el espeleólogo protagonista de la primera conversación, durante su intento de marcar un récord de supervivencia subterránea, tiene un encuentro poco estimulante con un animal desconocido. En cambio, en la segunda conversación, un ornitólogo novato descubre, a su pesar, la existencia de un ave que manifiesta un comportamiento bastante desagradable hacia los extraños. Se trata del **fulmar**, el petrel ártico, un ave marina que defiende su nido de los intrusos alzando la cola y rociando a éstos con una sustancia oleosa y maloliente.

Entre los vocablos nuevos hay cuatro cuyo significado no es de fácil deducción: en primer lugar, el verbo **to read**, que significa 'recibir', dado que los personajes se están comunicando a través de la radio; en su jerga, **over** significa 'paso'. Finalmente, **to squirt**, que quiere decir 'rociar', mientras que **stink** significa 'mal olor'.

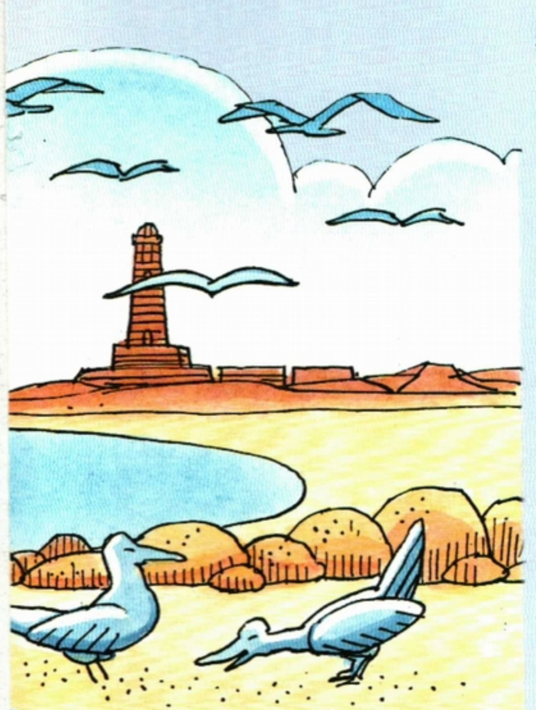


CAVEMEN

~ Porton to Blake. Porton to Blake. Can you read me, Hal? Over. ___
~ Blake to Porton. Reading you loud and clear. How are things going down there? ___
~ Fine. I had a bit of a rough night. Some water came through the roof of the cave just above my head and soaked the bed, so I've had to move it. What's the weather like up there? ___
~ Not very good, I'm afraid. There's a depression coming in from the West. It's already started to rain up here. Are you sure you're going to be okay? ___
~ Yes, I think so. I've checked the water level in all of the caves and it's still pretty low. It'll probably cut off the corridor to the surface, but I don't think it'll reach me. ___
~ How are the supplies going? ___
~ Not too bad, I suppose. Food supplies are fine. I've got enough to last me for a few more weeks, I think. The batteries for the radio are a bit low, though. ___
~ We'll send you down some more as soon as it stops raining up here. ___
~ What does the press think of my staying down here for so long? ___
~ Oh, don't worry about that. There are dozens of reporters up here. Yo're on the nine o'clock news every night. How much longer do you think you'll be able to stay down there? ___
~ Well, I feel fine at the moment. ___
~ And how are the explorations going? ___
~ Oh, they're going really well. I've made a detailed map of the cave system down here. And there are some really interesting limestone formations. There's just one thing, though. ___
~ What's that? ___
~ Well, yesterday, as I was exploring one of the large caves to the west, I heard some rather strange noises. ___
~ What kind of noises? ___
~ Well, animal noises. ___
~ Animal noises?
Yes, that's right. And then I found some animal hair — well, at least I think it was animal hair. ___
~ That's strange. There are no reports of animals living in these caves. ___
~ That's what I thought, but... What's that? ___
~ What? ___
~ I heard those strange noises again. Hang on. I'll just go and check. ___
~ Tim? Tim? Can you read me? Blake to Porton. Can you read me?... Over. ___

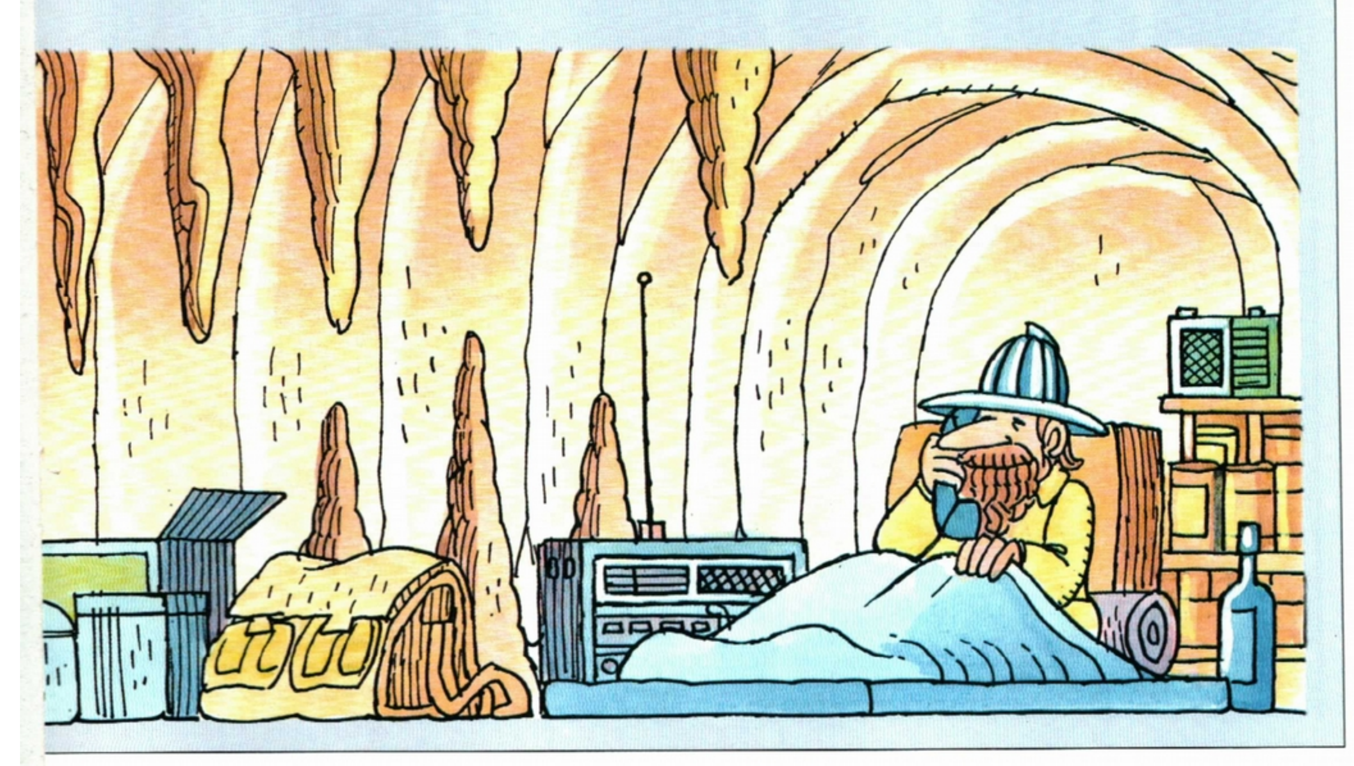


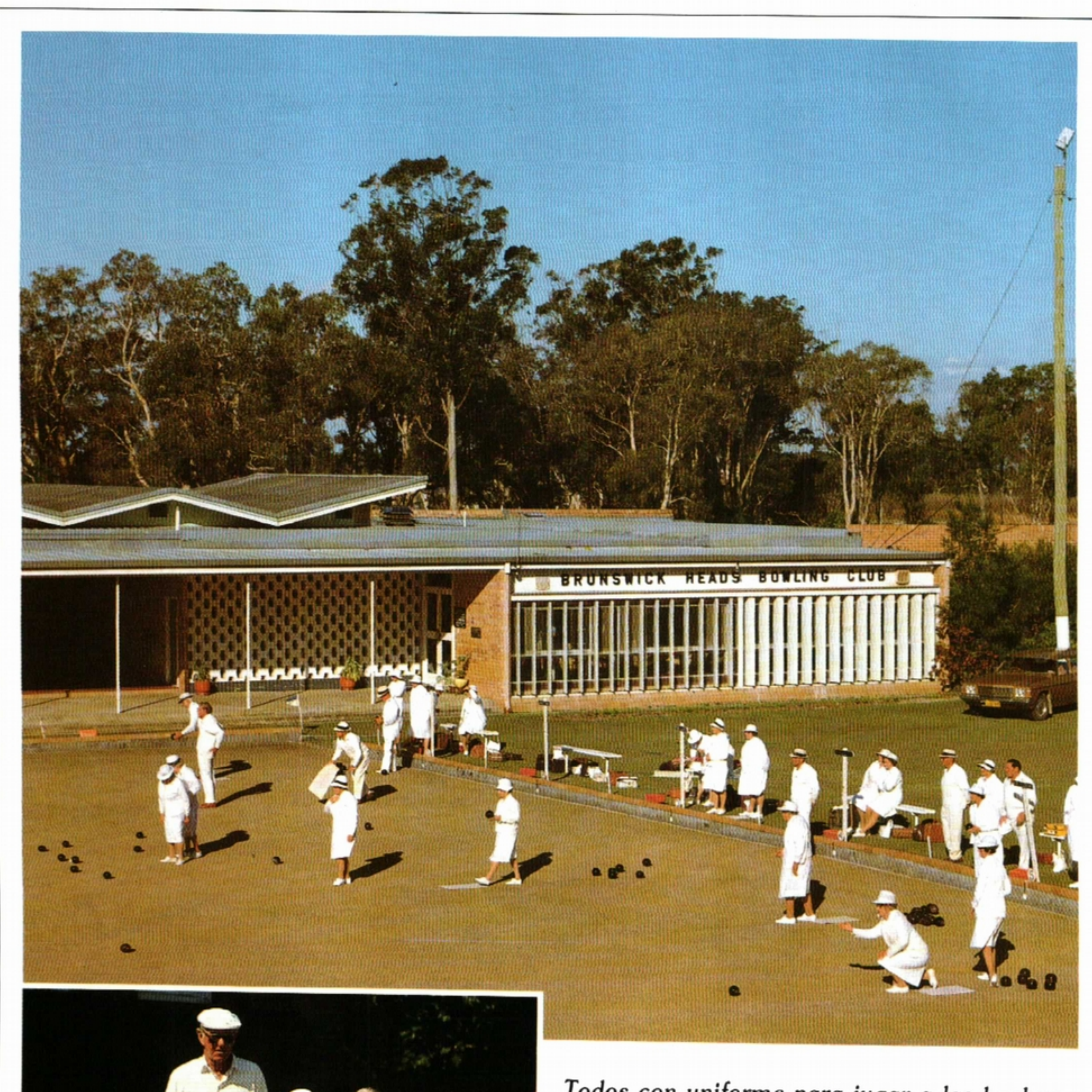
BIRDWATCHING





~ Can you see anything interesting? ___
~ Oh, yes. There's lots here. Look over there, for example. Can you see those large birds near the cliff? ___
~ Oh, yes. They're enormous. What are they? ___
~ Albatrosses. ___
~ Don't they have the largest wingspan of any bird? ___
~ Yes, that's right. But not this species. If you want to see the biggest albatrosses, you'll have to go to the waters near the Antarctic. But these are fairly big. ___
~ And what are those ones on the cliff over there? ___
~ I can't see from here. ___
~ Let's go down and get a closer look. ___
~ Wait for me. It could be dangerous. ___
~ What do you mean? They're only birds, aren't they? ___
~ Yes, but... ___
~ Come on. ___
~ No! Wait! They're fulmars. ___
~ What's that supposed to mean? ___
~ Don't go any closer! ___
~ Why not? What's the problem? ___
~ They're nesting! ___
~ But I'm not going to steal their eggs or anything. I just want to have a look. ___
~ Yes, but if you disturb fulmars when they're nesting... ___
~ Oh, my God! ___
~ I told you to wait, didn't I? ___
~ What is this stuff? ___
~ It's a liquid which they squirt at anyone who goes near there nesting grounds. ___
~ Ugh! What a stink! ___





Todos con uniforme para jugar a las bochas

Por mucho tiempo, el control de la metrópoli sobre la colonización del territorio australiano fue muy rígido: sólo eran admitidos ingleses y algunos pocos europeos del Norte. Después de la última guerra, las fronteras se abrieron cautamente también a personas de otras nacionalidades, siempre que pareciesen idóneas para su integración en el sistema de vida local. Aún hoy día se trata de proteger la cepa anglosajona originaria, obstaculizando las corrientes migratorias asiáticas y africanas. Así se explica cómo algunas costumbres típicamente coloniales siguen todavía arraigadas entre los australianos; las principales son el cricket y el juego de las bochas (en las fotos), que en general se practican en clubes privados. Los jugadores lucen impecables uniformes blancos, en el más perfecto estilo inglés.

¿Carrera de caballos o caballos de carrera?



Cómo expresar una relación entre sustantivos

En inglés existen varios modos de relacionar dos o más sustantivos: los tres más comunes son el genitivo sajón (**Mary's book**), la construcción preposicional (**the cost of living, a man from Rome**) y la yuxtaposición. No obstante, no se pueden utilizar estas tres construcciones indiferentemente, si bien a menudo es sobre todo el uso del idioma corriente el que discrimina un caso de otro. Por ejemplo, se puede decir **land mammal**, pero no ***land's mammal***; **chain of volcanoes**, pero no ***volcanoes chain***; en cambio, tanto **point of view** como **viewpoint** son aceptables, y esto también vale para **the Prime Minister's visit** y **the visit of the Prime Minister**. Aquí vamos a tratar de la yuxtaposición entre sustantivos, dejando para más adelante la construcción preposicional y la del genitivo sajón.



La yuxtaposición de los sustantivos

Este modo de relacionar dos o más sustantivos es muy frecuente en inglés. El primer término se comporta como un adjetivo que califica la palabra siguiente. Los dos componentes pueden aparecer separados o unidos por un guión, o bien pueden formar un único sustantivo compuesto. Además, el primer término puede ser un gerundio con función sustantiva. Observe estos ejemplos: **table lamp** es una 'lámpara de mesa'; **horse-race** es una 'carrera de caballos', mientras que **race-horse** es un 'caballo de carrera'; en **lighthouse** la yuxtaposición de 'luz' y 'casa' expresa el concepto de 'faro'; **nesting season** es la 'estación en que los pájaros construyen el nido'. Los tipos de relaciones descritas con la yuxtaposición son múltiples: en primer lugar, la relación espacial, que indica el lugar donde algo se halla o sucede, o su procedencia (**London airport**, **garden party**, **Birmingham man**); la colocación temporal (**afternoon tea**, **summer holiday**); el tipo de material o la composición de algo (**iron bridge**, **snowflake**); la relación de la parte con el todo (**car door**, **table leg**); la función de un objeto o de una persona (**bookcase, teacup, telephone operator**); etc.

Función sustantiva del gerundio

Cuando se usa con función sustantiva, el gerundio puede ser tanto sujeto como complemento, a veces precedido por un adjetivo posesivo o por el genitivo sajón:

I've heard about their carrying off sheep in the Highlands.

Do you mind my opening the window?

I'm worried about Mary's forgetting to buy the tickets.

En la lengua informal, a menudo se sustituye el adjetivo posesivo que precede al gerundio por un simple pronombre objeto o por un sustantivo:

I've heard about them carrying off sheep in the Highlands.

Do you mind me opening the window?

I'm worried about Mary forgetting to buy the tickets.



Right, all y straight como refuerzos

Algunos adverbios pueden preceder a preposiciones y a **adverb particles** con la única función de reforzar el significado. Entre aquellos usados más frecuentemente pueden citarse **right**, **all** y **straight**.

Right es utilizado a menudo como refuerzo de los complementos de lugar, con el significado de 'precisamente': por ejemplo, en las expresiones **right in the middle** (precisamente en el medio) o **right at the end** (precisamente al fin, al fondo).

All, usado como refuerzo, se puede traducir al español de diferentes modos según el contexto: por ejemplo, en las expresiones **all through the night** (durante toda la noche), **all over Scotland** (en toda Escocia), **all around the house** (alrededor de la casa).

En cambio, **straight** está asociado, normalmente, a la idea de movimiento, con el significado de 'directamente', 'derecho', 'inmediatamente': **I went straight to the bank** significa, por lo tanto, 'fui directamente al banco', mientras **They go straight through them** corresponde a 'los traspasan directamente'.

En esta sección ha aprendido:

- cómo relacionar dos o más sustantivos mediante la yuxtaposición;
- el gerundio con función sustantiva;
- los tres adverbios con función de refuerzo **right**, **all** y **straight**.

UNIT 85

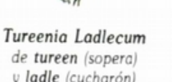
En el mundo fantástico de Edward Lear

Uno de los filones más fascinantes y divertidos de la literatura inglesa del siglo XIX es, sin duda, el de la prosa y la poesía del absurdo. Quizá como reacción al moralismo sofocante que imperaba en el período victoriano, algunos escritores de la época dieron vía libre a su fantasía explorando mundos imaginarios y paradójicos. Ya ha tenido ocasión de apreciar el **nonsense** británico en la Unidad 81, con un fragmento de *Alicia en el país de las maravillas*, de Lewis Carroll.

Pero Carroll no fue el único escritor victoriano del absurdo que dejó una huella duradera en la historia da la literatura inglesa. En este género también sobresale Edward Lear (Londres 1812 - San Remo 1888), poeta, ilustrador y viajero incansable, que vivió mucho tiempo en Italia. Su obra más famosa es **'A Book of Nonsense'**, escrita en 1846, que incluye una serie de dibujos humorísticos realizados por él mismo.

El poema que leerá, **'The Owl and the Pussy-cat'**, tomado de **'Nonsense Songs, Stories, Botany and Alphabets'** (1871), narra la extraña historia de amor entre un búho y una gata. También hallará algunos ejemplos de la 'botánica del absurdo' de Lear. Se trata de un grupo de dibujos que representan plantas de aspecto y nombre realmente singulares, que recuerdan la nomenclatura latina de los tratados de botánica y ocultan términos ingleses a los que se refieren las ilustraciones.





Tureenia Ladlecum
de ***tureen*** *(sopera)*
y ***ladle*** *(cucharón)*



Tickia Orologica
de ***to tick*** *(hacer tic-tac)*

Bassia Palealensis
de ***Bass*** *(marca de cerveza inglesa)*
y ***pale ale*** *(cerveza clara)*

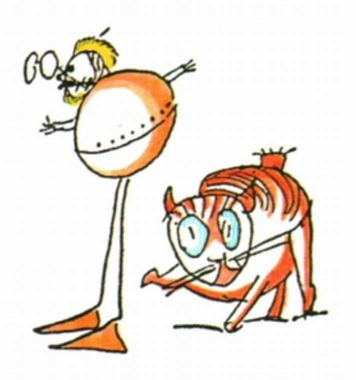
THE OWL AND THE PUSSY-CAT

I

The Owl and the Pussy-cat[1] went to sea[2]
In a beautiful pea-green boat[3],
They took some honey, and plenty of money,
Wrapped up[4] in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar[5],
'O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!'

II

Pussy said to the Owl, 'You elegant fowl[6]!
How charmingly sweet you sing[7]!
O let us be married! too long we have tarried[8]:
But what shall we do for a ring?'
They sailed away, for a year and a day,
To the land where the Bong-tree[9] grows
And there in a wood a Piggy-wig stood[10]
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.



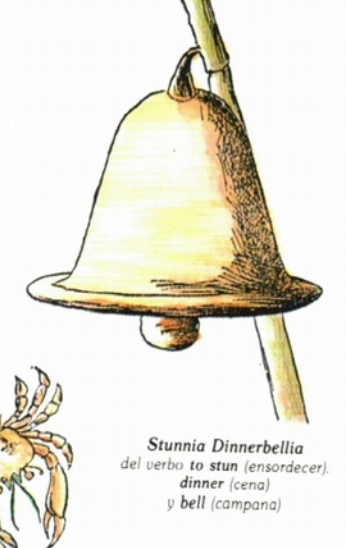
1. **Pussy-cat:** gata.
2. **To sea:** al mar, a navegar.
3. **Pea-green boat:** bote color verde guisante.
4. **Wrapped up:** envueltos.
5. **And sang to a small guitar:** y cantó acompañándose de una guitarra.
6. **Fowl:** ave.
7. **How charmingly sweet you sing:** de qué modo cautivante y dulce cantas.
8. **We have tarried:** nos hemos demorado.
9. **Bong-tree:** se trata de un árbol imaginario, fruto de la fantasía del autor.
10. **A Piggy-wig stood:** hallaron un cerdito.
11. **Shilling:** chelín. Es una moneda cuyo valor es igual a un vigésimo de esterlina, y fue usada en Gran Bretaña hasta 1971.
12. **By the Turkey:** por el pavo.
13. **They dined on mince:** almorzaron carne picada.
14. **Slices of quince:** lonchas de membrillo.
15. **Runcible:** se trata de un adjetivo inventado por el autor.



Puffia Leatherbellowsa
de **to puff** (soplar), **leather** (cuero, piel) y **bellows** (fuelle para alimentar el fuego)



Washtubbia Circularis
de **wash-tub** (tina para la colada)



Stunnia Dinnerbellia
del verbo **to stun** (ensordecer), **dinner** (cena) y **bell** (campana)

Crabbia Horrida
de **crab** (cangrejo) y **horrid** (hórrido)



Queeriflora Babyöides
de **queer** (extraño, caprichoso) y **baby** (recién nacido)



III

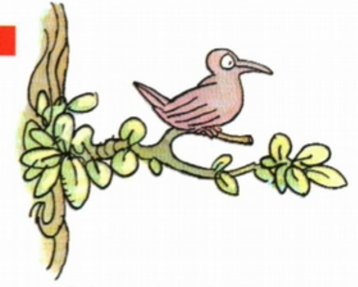
'Dear Pig, are you willing to sell for one shilling[11]
Your ring?' said the Piggy, 'I will.'
So they took it away, and were married next day
By the Turkey[12] who lives on the hill.
They dined on mince[13], and slices of quince[14],
Which they ate with a runcible[15] spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.



Bubblia Blowpipia
de **bubble** (burbuja) y **blowpipe** (pipa especial para hacer burbujas de jabón)



Knutmigrata Simplice
de **nutmeg** (nuez moscada) y **grater** (rallador)



(to) absorb	absorber
all over	en todo/a, por doquier
awesome	imponente
barren	estéril
binoculars	binoculares, prismáticos
bit	pedazo, trozo
(to) bloom	florecer
blossom	capullo
botanist	botánico
(to) breed	reproducirse
breeding season	temporada de reproducción
(to) carry off	llevarse
cave	caverna, gruta
cliff	acantilado
climb	escalada, ascensión
coastline	línea costera
coat	manto, pelaje
(to) devote	dedicar
(to) dig	excavar
(to) drain away	drenar
(to) drift apart	alejarse uno de otro
eagle	águila
(to) empty	vaciar
formation	formación
fully-grown	adulto, maduro
fulmar	petrel ártico
gardener	jardinero
glaciar	glaciar
glacier	glaciar, ventisquero
glen	pequeño valle
granite	granito
herd	rebaño, manada
impressive	imponente
inland	en el interior
intrusive	intruso

Synonyms and antonyms

Los términos ingleses que describen las sensaciones olfativas no siempre tienen un correspondiente preciso en español. El más genérico de todos es ***smell****, adecuado para cualquier tipo de olor:* ***the smell of roses; the smell of rubbish****. Pero si un olor desagradable llega a ser un verdadero hedor, entonces el sustantivo más adecuado es* ***stink: There was a stink of rubbish in the back yard****. No obstante, en un contexto formal, este vocablo podría resultar demasiado 'fuerte'; en este caso es mejor emplear* ***odour*** *(la grafía es* ***odor*** *en USA), más neutro y oficial:* ***Get rid of those nasty toilet odours with our lemon air freshener****.*

En cambio, el término ***perfume*** *es adecuado para describir olores agradables y muy delicados, como el de las flores (****the sweet perfume of roses****), pero no el aroma de las comidas recién preparadas, aunque sea delicado. Además, note que* ***perfume*** *siempre tiene un matiz literario, excepto en el caso en que se refiera al perfume entendido como mezcla líquida de esencias olorosas, usada como cosmético.*

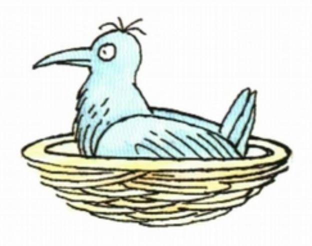
lighthouse	faro
lotus flower	flor de loto
low	agotado, descargado
massive	masivo, grande
metamorphic	metamórfico
(to) mock	ridiculizar, burlarse de
nest	nido
(to) nest	anidar
nesting season	estación en la que los pájaros construyen el nido
ornithologist	ornitólogo
outcrop	aflorar
(to) pick	recoger
pinnacle	cumbre
(to) plant out	plantar
puffin	frailecillo
pup	cachorro
quartz	cuarzo
(to) read	leer, entender
revolving	giratorio
right across	de un punto a otro
rocky	rocoso
rough	duro, difícil
sandy	arenoso
savage	salvaje
scream	chillido
seabird	pájaro marino



seal	foca
sedimentary	sedimentario
semi-tropical	subtropical
(to) shed	desprenderse de
sheer	escarpado
shrub	arbusto
(to) soak	empapar, remojar
(to) squirt	salir a chorros
stink	hedor, tufo
straight through	directamente a través
supplies	víveres
(to) take on	atacar, desafiar
tectonic	tectónico
(to) transform	transformar
untamed	indomable, salvaje
volcanic	volcánico
wilderness	región salvaje, inculta
windblown	golpeado por el viento
wingspan	apertura alar
woolly	lanoso

Huevos y jardines

any old garden	un jardín cualquiera
(to) build a nest	nidificar, hacer el nido
cor!	¡guau! (admiración)
good old...	el buen viejo...
hats off to...	hay que descubrirse...
(to) lay eggs	poner los huevos
over	paso
thank goodness	gracias al cielo

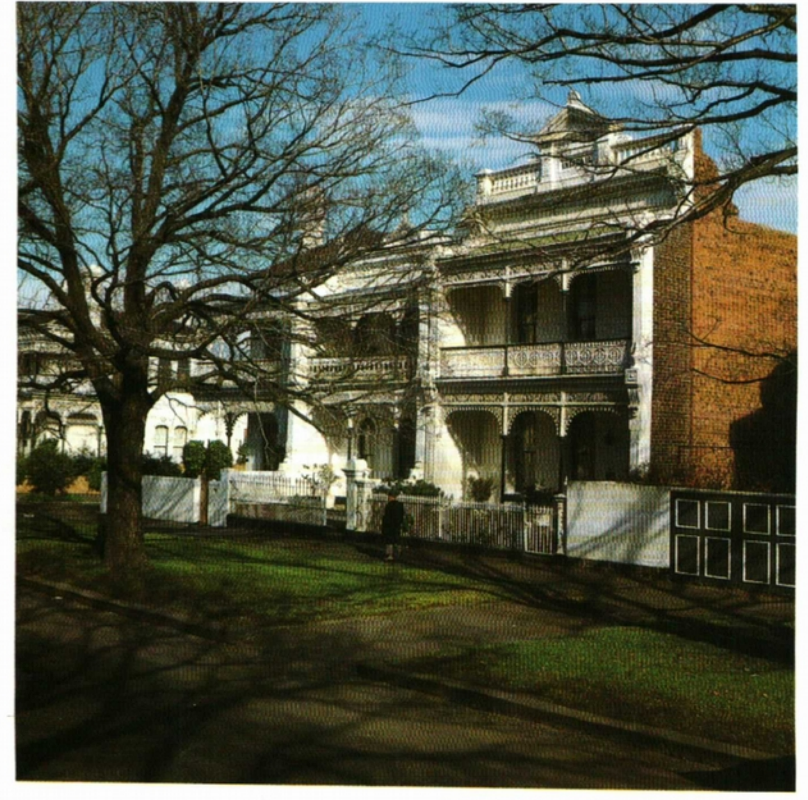




La joven Canberra

Para una nación que ha cumplido hace poco sus primeros doscientos años, no hay nada mejor que una capital muy joven. El lugar donde se levanta Canberra no fue elegido hasta el comienzo de este siglo, en el interior de Nueva Gales del Sur, a 100 kilómetros del mar y a una altura de 600 metros; en torno a la ciudad se creó un distrito federal. En 1913 comenzó la ejecución del plan urbanístico del arquitecto americano Walter B. Griffin, ganador del concurso internacional convocado dos años antes. Ya en 1927, cuando el Parlamento se reunió por primera vez, la nueva capital había asumido su actual disposición y estaba preparada para albergar las principales actividades políticas, administrativas y culturales que constituyen su punto fuerte: la Universidad Nacional Australiana, la Biblioteca Nacional (foto superior) y la Academia Australiana de Ciencias.





Melbourne, la hermana menor

Del mismo modo que ciertos hermanos alimentan durante toda la vida una envidia indeclinable hacia el primogénito, así Melbourne, nacida unos cincuenta años después de Sydney, aún no ha superado un rencoroso sentimiento de rivalidad hacia esta ciudad. Menos dotada de escenarios naturales, menos deslumbrante y fascinante que la hermana mayor, no obstante Melbourne tiene otras cualidades. Detrás de algunas fachadas un poco anticuadas se ocultan sólidas actividades financieras e industriales; la red vial es más moderna y eficiente; las instituciones culturales, parejamente prestigiosas. Pero quizá la rivalidad se deba a un antiguo rencor; tal vez se remonte a cuando los habitantes de Sydney desdeñaron esta tierra y prosiguieron hacia la isla Tasmania para fundar nuevas colonias. En las imágenes, algunas casas victorianas (foto lateral) y el mausoleo dedicado a los caídos durante la primera guerra mundial (foto superior).



Exercise 1

Este ejercicio es un dictado tomado de la sección READING. Escuche toda la grabación, después vuelva a escucharla y transcriba el fragmento aparte. Luego confronte lo que ha escrito con el texto que figura en las soluciones.

Exercise 2

Agregue a estas frases **right**, **all** o bien **straight**:

a) **Rainwater goes _____ trough limestone to form stalactites and stalagmites in the caves beneath.**
b) **Heather is a kind of plant that grows _____ over the Scottish Highlands.**
c) **Every year, Arctic Terns fly _____ across the North and South Atlantic from the Arctic to the Antarctic.**
d) **Ther were daisies and marigolds growing _____ along the road.**
e) **Salmons swim _____ to the top of the river before they breed.**
f) **You'll find Inverewe Gardens _____ at the end of the street.**
g) **When we got to Sandwood Bay, he walked _____ to the top of the cliffs to watch the seals.**
h) **He was reading a book on botany _____ through the night.**
i) **There were strange lines going _____ along the mountainside.**
j) **A Golden Eagle flew _____ at me.**



Exercise 3

Donde sea posible, transforme estas definiciones para obtener un sustantivo con función adjetiva seguido por un segundo sustantivo:

a) **a mammal that lives on the land**
b) **the season in which birds build their nests**
c) **a cave formed from limestone**
d) **a bird which catches small animals**
e) **a person who trains animals**
f) **a bird which lives in or near the sea**
g) **a geologist who is a woman**
h) **the stem of a plant**



Exercise 4

Incluya la forma afirmativa o negativa de **had better** en estas frases:

a) **You _____ pick those flowers; Mary'll be really angry.**
b) **We can't get down to the beach this way. We _____ go back.**
c) **If we want to get to the bird sanctuary this afternoon, we _____ leave now.**
d) **You _____ steal those eggs; it's against the law.**
e) **You _____ watch out. There's a lighthouse over there. It must be the cliffs of Cape Wrath.**

Exercise 5

Con la ayuda de un diccionario, compruebe si es posible transformar estos sustantivos en adjetivos agregando una *-y*. Marque con una Y aquellos para los que es posible y con una N aquellos para los que no lo es.

a) **rock**
b) **sand**
c) **flower**
d) **plant**
e) **bush**
f) **hair**
g) **grass**
h) **sea**

Exercise 6

Transforme estas frases usando un adjetivo posesivo, el genitivo sajón, un pronombre o un nombre seguidos por el gerundio:

a) **Is it right what I hear about the fact that they carry off sheep in the Scottish Highlands?**
b) **I wasn't very happy about the fact that Tim stole those eggs.**
c) **Do you mind if I take a photograph of the lighthouse before we leave?**
d) **Sue didn't like the fact that Geoff picked those wild orchids.**
e) **She was really annoyed about the fact that I forgot to visit Inverewe Gardens.**
f) **She really got angry about the fact that James shot that Golden Eagle.**
g) **Maggie is really happy about the fact that Philip wants to go and work in a nature reserve.**



SOLUCIÓN DE LOS EJERCICIOS

Exercise 1
He aquí el texto del dictado: **The Owl and the Pussy-cat went to sea / In a beautiful pea-green boat / They took some honey / and plenty of money / Wrapped up in a five-pound note / The Owl looked up / to the stars above / And sang to a small guitar / 'O lovely Pussy! / O Pussy, my love / What a beautiful Pussy you are!'**

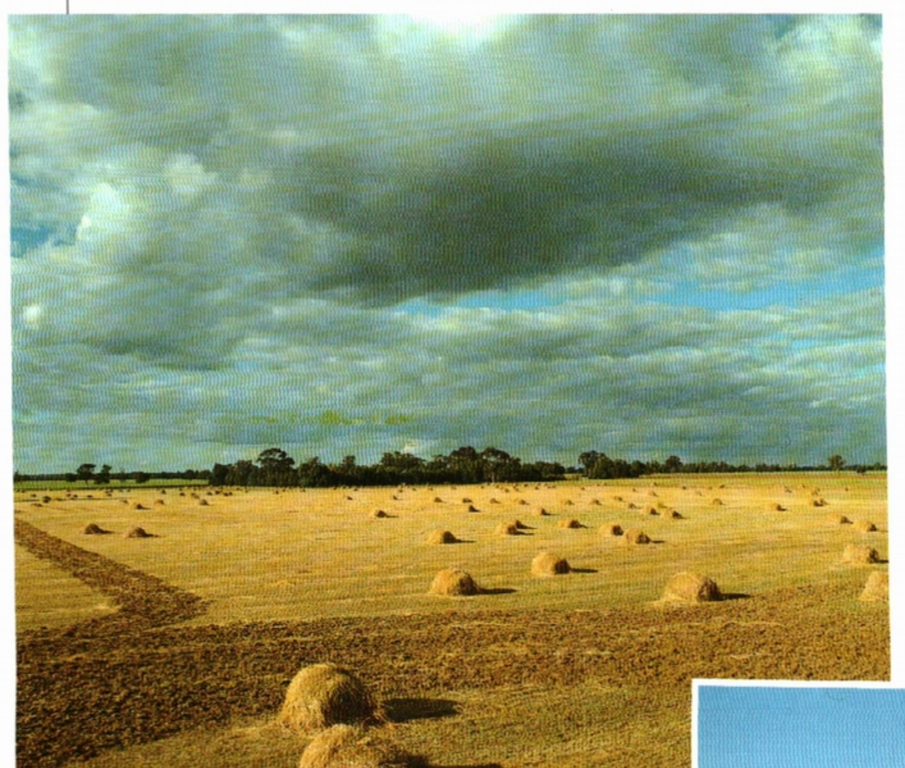
Exercise 2
a) **straight.** b) **all.** c) **right.** d) **all.** e) **right.** f) **right.** g) **straight** o bien **right.** h) **all.** i) **all.** j) **straight.**

Exercise 3
a) **a land mammal.** b) **the nesting season.** c) **a limestone cave.** d)- e) **an animal trainer.** f) **a seabird.** g) **a woman geologist.** h) **a plant stem.**

Exercise 4
a) **had better not.** b) **had better.** c) **had better.** d) **had better not.** e) **had better.**

Exercise 5
a) **Y.** b) **Y.** c) **Y.** d) **N.** e) **Y.** f) **Y.** g) **Y.** h) **N.**

Exercise 6
a) **Is it right what I hear about their** (o **them**) **carrying off sheep in the Scottish Highlands?** b) **I wasn't very happy about Tim's stealing those eggs.** c) **Do you mind my** (o **me**) **talking a photograph of the lighthouse before we leave?** d) **Sue didn't like Geoff's picking those wild orchids.** e) **She was really annoyed about my** (o **me**) **forgetting to visit Inverewe Gardens.** f) **She really got angry about Jame's shooting that Golden Eagle.** g) **Maggie is really happy about Philip's wanting to go and work in a nature reserve.**



El valle del trigo

El estado de Victoria, cuya capital es Melbourne, fue separado de Nueva Gales del Sur en 1851; la línea limítrofe fue marcada a lo largo del río Murray, el segundo del territorio australiano por longitud y el primero por importancia económica. Gracias a las obras de contención y de irrigación, su valle se ha vuelto muy fértil, y es una de las mejores zonas agrícolas del país. Se cultiva principalmente trigo, pero también arroz, vid y árboles frutales. Con este aporte Australia puede cubrir las necesidades alimentarias nacionales y además sostener exportaciones que abastecen hasta los graneros de China. En las imágenes, el dique Murray y los cultivos en el valle homónimo.

